

Reading Comprehension:

Strategies for Teachers and Students

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Foundation - Engagement of all Students

Variety of responses

- Say answer - As a group (choral responses)
- Say answer - To a partner
- Say answer - To a partner then individual
- Say answer - To cooperative team
- Say answer - As an individual

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Foundation - Engagement of all Students

Variety of responses

- Write answers - Write on paper, post-its, journals
- Write answers - Response slates
- Display response cards
- Act it out
- Utilize "appropriate" hand signals

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Reading Comprehension:



Before Reading
During Reading
After Reading

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Preview - Before Reading Strategies

- Teach the pronunciation and meaning of critical, unknown vocabulary words.
- Teach or activate any necessary background knowledge.
- Preview the text.

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Before Reading - Vocabulary

- “direct vocabulary instruction has an impressive track record of improving students’ background knowledge and comprehension of academic content.” Marzano, 2001, p. 69
- .97 effect size for direct teaching of vocabulary related to content (Stahl & Fairbanks, 1986)

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Before Reading - Vocabulary

Attributes of Good Vocabulary Instruction

1. Promote word learning strategies.
2. Select of words that enhance academic success.
 - Content Vocabulary - Background knowledge
 - Academic Vocabulary - Generalize across domains
3. Group words semantically.
4. Provide student-friendly explanations.
5. Teach parts of words.
6. Provide multiple exposures to terms and meanings.
7. Expand instruction to “word relatives”.
8. Have students maintain a log of vocabulary terms.
9. Display vocabulary words in class.
10. Provide judicious review.

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Before Reading - Vocabulary

Selection of Words

- Select a **limited number** of words for robust, explicit vocabulary instruction.
- **Three to ten words** per story or section in a chapter would be appropriate.
- Briefly **tell students the meaning of other words** that are needed for comprehension.

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Before Reading - Vocabulary

- Select words that are **unknown**.
- Select words that are **critical** to passage understanding.
- Select words that students are likely to encounter or use in the **future**. (Stahl, 1986)
 - Provide instruction on
 - Tier 2 words - Academic Vocabulary
 - Tier 3 words - Background Knowledge Words
- Select **difficult words** that need interpretation.
 - Words not defined within the text.
 - Words with abstract referent.
 - Words with an unknown concept.

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Before Reading - Vocabulary

- Tier One - Basic words
 - chair, bed, happy, house, car, purse
- **Tier Two - Words in general use, but not common**
 - analyze, facilitate, absurd, fortunate, observation, accountant, dignity, convenient, laboriously

(Academic Vocabulary)
- Tier Three - Rare words limited to a specific domain
 - tundra, totalitarian, cellular respiration, genre, foreshadowing, monoculture farming, judicial review

(Background Knowledge Vocabulary)

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Before Reading - Vocabulary

- In content area classes, add “Academic Vocabulary” to content area words.
(Example: Holt World History: The Human Journey, Chapter 13, Section 2)
 - Suggested words - feudalism, fief, vassal, primogeniture, manorialism, serfs, chivalry
 - Added “Academic Vocabulary” - maintain, maintenance; inherit, inheritance; analyze, analyzing, analysis

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Before Reading - Vocabulary

- In content area classes, add “Academic Vocabulary” to content area words.

(Example: Prentice Hall, *Science Explorer: Earth's Changing Surface* Chapter 3, Section 2)

- Suggested words - runoff, rills, gully, stream, river, drainage basin, divide, flood plain, tributary, meander, oxbow lake, alluvial fan, delta, ground water, stalactite, stalagmite
- Added “Academic Vocabulary” - process, feature, factor

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Before Reading - Vocabulary

Select 8 words for robust explicit instruction.

Reading Level: Eighth Grade Series: Prentice Hall		Passage: The Gift of the Magi Words: *Selected for instruction in manual. ^Defined in text.
discreet*	imputation^	modest
ravages*	parsimony^	prudence
chaste*	flat^ (apartment)	laboriously
cascade*	mendicancy squad^	ecstatic
meretricious*	Queen of Sheba^	duplicate
Instigate*	Coney Island	conception

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Before Reading - Vocabulary

- **Dictionary Definition**

- **compulsory** - (1) Employing compulsion; coercive. (2) Required by law or other rule.

- **Student-Friendly Explanation**

- **Uses known words.**
- **Is easy to understand.**
- When something is required, you must do it, it is compulsory.

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Before Reading - Vocabulary

- Use a dictionary designed for English language learners for better definitions.

- **Example - conglomeration**

- First dictionary: The act of conglomerating.
- Second dictionary: The act or process of conglomerating; an accumulation of miscellaneous things.
- Cambridge Advanced Learner's Dictionary: a large group or mass of different things all gathered together in an untidy or unusual way

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On-line Dictionaries with Student-friendly Explanations

Collins Cobuild Dictionary
<http://www.collinslanguage.com/free-online-cobuild-ESL-dictionary>

Longman's
<http://www.ldoceonline.com>
(Longman's Dictionary of Contemporary English Online)

Heinle's
<http://www.nhd.heinle17e.com/home.aspx>
(Heinle's Newbury Dictionary for American English)

Merriam Webster's
<http://www.learnersdictionary.com>

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Before Reading - Vocabulary

- Video #1 Vocabulary Instruction
- Record Best Practice
- Record Missed Opportunities

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Before Reading - Vocabulary

Step 1. Introduce the word.

- a) Write the word on the board or overhead.
- b) Read the word and have the students repeat the word.
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

Introduce the word with me.

This word is authority. What word? authority

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Before Reading - Vocabulary

Step 2. Introduce meaning of word.

Option # 1. Present a student-friendly explanation.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

Present the definition with me.

When you have authority, you have the power to tell other people what they must do. So, if you have the power to tell other people what they must do, you have _____? authority

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Before Reading - Vocabulary

Step 2. Introduce meaning of word.

Option # 2. Have students locate the definition in the glossary or text.

- Have them locate the word in the glossary or text.
- Have them break the definition into the critical attributes.

Glossary Entry: **Industrial Revolution** Social and economic changes in Great Britain, Europe, and the United States that began around 1750 and resulted from making products in factories

Industrial Revolution

- o Social & economic changes
- o Great Britain, Europe, US
- o Began around 1750
- o Resulted from making products in factories

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Before Reading - Vocabulary

Step 2. Introduce meaning of word.

Option # 3. Introduce the word using the morphographs in the word.

autobiography
 auto = self
 bio = life
 graph = letters, words, or pictures

hydroelectricity
 hydro = water

telescope
 tele = distant
 scope = look at

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Common Latin and Greek Roots

aqua	water	Greek	aquarium, aqueduct, aquaculture, aquamarine, aquaplane, aquatic
aud	hearing	Latin	audio, audition, audiovisual, auditorium, audiotape, inaudible
auto	self	Greek	autograph, autobiography, automobile, autocrat, autonomy
astro	star	Greek	astronomy, astrophysics, astrology, astronaut, astronomer, asterisk
biblio	book	Greek	Bible, bibliography, bibliophobia, bibliophile, biblioklept
bio	life	Greek	biography, biology, autobiography, bionic, biotic, antibiotic, biome, biosphere, biometrics
chrono	time	Greek	synchronize, chronology, chronic, chronicle, anachronism
corp	body	Latin	corpse, corporation, corps, incorporate, corporeal, corpulence
demo	the people	Greek	democracy, demography, epidemic, demotic, endemic, pandemic
dic, dict	speak, tell	Latin	dictate, dictation, diction, dictator, verdict, predict, contradict, benediction, jurisdiction, predict, indict, edict
dorm	sleep	Latin	dormant, dormitory, dormer, dormouse, dormition, dormitive
geo	earth	Greek	geology, geologist, geometry, geography, geographer, geopolitical, geothermal, geocentric

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Common Latin and Greek Root

graph	to write, to draw	Greek	autograph, biography, photograph, telegraph, lithograph
hydro	water	Greek	hydroplane, dehydrate, hydroelectric, hydrogen, hydrophone
ject	throw	Latin	reject, deject, project, inject, injection, projection
logos, logy	study	Greek	geology, astrology, biology, numerology, zoology, technology, psychology, anthropology, mythology
luna	moon	Latin	lunar, lunacy, lunatic, interlunar
meter	measure	Greek	meter, thermometer, diameter, geometry, optometry, barometer, centimeter, symmetry, voltammeter
mega	great, large, big	Greek	megaphone, megalith, megalomania, megatons, megalopolis
min	small, little	Latin	minimal, minimize, minimum, mini, miniature, minuscule, minute, minority
mit, mis	send	Latin	mission, transmit, transmission, remit, missile, submission, permit, emit, emissary
path	feeling, suffering	Greek	pathetic, pathology, apathy, antipathy, sympathy, telepathy, empathy, sociopath
ped	foot	Latin	pedestrian, pedal, peddle, peddler, pedicure, pedometer
philia	love, friendship	Greek	philosopher, Philadelphia, philanthropist, philharmonic, Philip

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Common Latin and Greek Roots

phono	sound	Greek	phonograph, microphone, symphony, telephone, phonogram, megaphone, phony, euphony, xylophone, phony,
photo	light	Greek	photograph, photosynthesis, telephoto, photometer, photophilia
port	carry	Latin	port, transport, transportation, portable, portage, report
spect	see	Latin	respect, inspection, inspector, spectator, spectacles, prospect
scope	look at	Greek	microscope, telescope, periscope, kaleidoscope, episcopal
sol	sun	Latin	solar, solar system, solstice, solarium, parasol
struct	build, form	Latin	instruct, instruction, construction, reconstruction, destruct, destruction, infrastructure, construe, instrument, instrumental
tele	distant	Greek	telephone, television, telegraph, telephoto, telescope, telepathy, telethon, telegenic
terra	land	Latin	territory, terrestrial, terrace, terrarium, extraterrestrial, Mediterranean Sea, terra cotta, subterranean

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Before Reading - Vocabulary

Step 3. Illustrate the word with examples.

- a) Concrete examples.
- b) Visual examples. (Google Images; www.taggalaxy.com)
- c) Verbal examples.

(Also discuss when the term might be used and who might use the term.)

Present the examples with me.

A police officer can pull over a speeding car. The police officer has the _____ authority

Congress can make laws. Congress has the _____ authority

In the middle ages, the kings and nobles ruled the peasants. The kings and nobles had _____ authority

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Before Reading - Vocabulary

Step 4. Check students' understanding. Option #1. Ask deep processing questions.

Check students' understanding with me.

What are some different ways that authority may be gained?

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Before Reading - Vocabulary

Step 4. Check students' understanding. Option #2. Have students discern between examples and non-examples.

Check students' understanding with me.

Who has the authority to change the school schedule, the principal or the students? The principal

Who has the authority to set wages on a job, the employees or the boss? The boss

Who had authority to regulate the use of land in the Middle Ages, the serfs or the king? The king

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Before Reading - Vocabulary

Step 4. Check students' understanding. Option #3. Have students generate their own examples.

Check students' understanding with me.

Make a t chart. Label the first column, authority. In the first column, list who has authority and in the second column, who that person would have authority over. For example, boss and employees. Principal and students. King and serfs.

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Vocabulary - Instructional Routine

Step 1. Introduce the word.

- Write the word on the board or display on the screen.
- Read the word and have the students repeat the word. If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times. This is particularly important for science terms.

(Pronunciation help: www.howjsay.com)

Introduce the word with me.

This word is element. What word? *element* Element is a noun.

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Vocabulary - Instructional Routine

Step 2. Introduce meaning of word.

Option A. Critical Attributes

Present the meaning of the vocabulary term by breaking the definition into the critical attributes (parts).

OR

Have students locate the definition in the glossary or text and break the definition into the critical attributes.

Glossary Entry: An element is a pure chemical substance consisting of one type of atom. An element can not be broken down by chemical means.

Critical Attributes:	Element	- pure chemical substance - one type of atom - can not be broken down by chemical means
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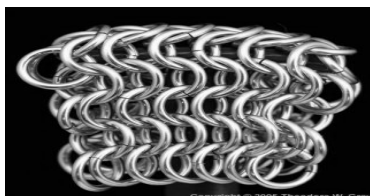
Vocabulary - Instructional Routine

Step 3. Illustrate the word with examples and non-examples.

- Concrete examples.
- Visual examples.
- Verbal examples.

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Gold is an element.
What do we know about gold?



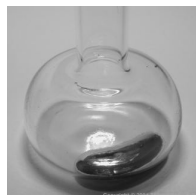
33

What do you know about gold?

- A pure substance
- Consists of only one type of atom
- Cannot be broken down by chemical means

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Mercury is an element.
What do we know about mercury?



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What do you know about mercury?

- A pure substance
- Consists of only one type of atom
- Cannot be broken down by chemical means

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Vocabulary - Instructional Routine

Step 4. **Check students' understanding.**

Option A. Ask deep processing questions.

Option B. Have students discern between examples and non-examples.

Option C. Have students generate their own Examples and non-examples.

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Vocabulary Instruction Expansions

1. When feasible introduce the vocabulary term in relationship to other terms using a graphic organizer.
2. Introduce the **part of speech**.
3. Introduce **synonyms** (same), **antonyms** (opposite), **homographs** (same spelling - different meaning).
4. Tell students when and where the word is often **used**.
5. When appropriate, introduce the **etymology** (history and/or origin) of the word.
6. **Introduce other words in the same word family (derivatives).**

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Before Reading - Vocabulary

■ **Have students maintain a vocabulary log.** (See examples.)

■ The log can be used for:

- ⊗ Scheduled vocabulary reviews with the class.
- ⊗ Study with a partner or a team.
- ⊗ Self-study of vocabulary.
- ⊗ Reference when writing about the topic.

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Background Knowledge - What

■what one already knows about a subject. Stevens, 1980

■ ...all knowledge learners have when entering a learning environment that is potentially relevant for acquiring new knowledge.

Biemans & Simons, 1996

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Background Knowledge - What

■ Personal Background Knowledge

Academic Background Knowledge


Declarative Knowledge

Facts
Word meanings
Academic concepts
Schema
Relevant personal experiences
Political, social, historical contexts

Procedural Knowledge

Procedures
Strategies

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Background Knowledge - What

- Background knowledge is related to the **subject**.
- When adults were tested on knowledge of 20 academic subjects, their knowledge varied from subject to subject. Rolfhus & Ackerman, 1999
- Thus, background knowledge must be built subject by subject.

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Background Knowledge - Why

- Background knowledge of text has a major impact on whether or not a reader can comprehend text.

Anderson & Pearson, 1984; Bransford, Stein, & Shelton, 1984; Wilson & Anderson, 1986

- Across grades and reading ability, prior knowledge of subject area and key vocabulary results in higher scores on reading comprehension measures.

Langer, 1984; Long, Winograd, & Bridget, 1989; Stevens, 1980

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Background Knowledge - Why

Read this paragraph and explain it to your partner.

From a neuroanatomy text (found in *Background Knowledge* by Fisher and Frey)

Improved vascular definition in radiographs of the arterial phase or of the venous phase can be procured by a process of subtraction whereby positive and negative images of the overlying skull are imposed on one another.

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Background Knowledge - Why

Read this paragraph and explain it to your partner.

(*Background Knowledge* by Fisher and Frey)

How much a reader already knows about the subject is probably the best predictor of reading comprehension. When readers engage with a text for which they have limited background knowledge, the text is much more difficult to understand than one for which they have ample background knowledge. ...research indicates that children continue to spin their wheels when they don't have the background knowledge required to understand much of what they are reading. p2

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Background Knowledge - Why

“Students who lack sufficient background knowledge or are unable to activate it may struggle to access, participate, and progress through the **general curriculum**.” Strangman, Hall, & Meyer, 2004

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Background Knowledge & Writing - Why

- Background knowledge is important in expository writing.
- Students who know little about an assigned topic have difficulty writing about it. Davis & Winek, 1989

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Background Knowledge - How

Instruction on background knowledge can significantly improve students' comprehension of relevant reading materials.

Dole, Valencia, Greer, & Wardrop, 1991; Graves, Cooke, & Laberge, 1983; McKeown, Berk, Sinatra, Loxterman, 1992; Stevens, 1982

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Background Knowledge

BIG IDEA

Even a thin slice of background knowledge is useful.

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Teach Background Knowledge Narrative and Expository Text

Preparation

1. What is critical?
2. What information would ease acquisition of new knowledge?
3. What information would reduce cognitive overload?

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Teach Background Knowledge Narrative and Expository Text

Anchor Instruction in:

- Power Point
- Supplementary Informational Text
- Visuals
- Video
- Graphic Organizer

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Teach Background Knowledge Narrative and Expository Text

Anchor in Power Point

- Video #2 - 8th grade social studies
- The Great Depression

Reflect on the lesson. Record good practices and any missed opportunities.

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Teach Background Knowledge Narrative and Expository Text

Anchor in Supplementary Informational Text

- Video #3 - 6th grade Language Arts
- Preparation for reading biography of Harriet Tubman

Reflect on the lesson. Record good practices and any missed opportunities.

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Teach Background Knowledge Narrative and Expository Text

Anchor in Visuals

- Have students interpret topic - related pictures. Croll, et. al, 1986
- Using visuals especially helpful to English Language learners. Hudson, 1982; Fitzgerald & Graves, 2004/2005

(Example - The Night of Broken Glass)

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Teach Background Knowledge Narrative and Expository Text

Anchor in Video Clip

- Select well-crafted video.
 - Appropriate length
 - Major points stressed
 - Matches necessary background knowledge
- Scaffold "information dense videos" (e.g., watch more than one time, provide limited focus for each viewing)
- Opportunity to focus on visual literacy skills. (Cena & Mitchell, 1998)

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Teach Background Knowledge Narrative and Expository Text

Anchor in Video Clip - Instructional Procedure

1. **Focus:** Establish a focus for watching the video.
2. **Response:** Ask students to take notes, complete partial notes, or complete a think sheet or other graphic organizer. Tell students that they will be sharing with their partners.
3. **Share:** Have students share their observations with their partners or team.
4. **Discuss:** Lead students in a discussion of the main ideas from video.
5. **Review/Rehearse:** Ask students questions on the critical content.

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Teach Background Knowledge Narrative and Expository Text

Anchor in Graphic Organizer

Provide students with an outline or graphic organizer overview of facts and concepts that show relationship among the concepts and ideas in the chapter. Darch & Gersten, 1986; Griffin, Simmons, & Kame'enui, 1991)

(Graphic Organizer for Kingdoms.)

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Activate Background Knowledge

Activate Background Knowledge

- Reflection and Recording
 - Anticipation guide
 - Cloze
 - Semantic Mapping
- These evidenced-based practices can be used to activate background knowledge and assess entering level of knowledge.

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Activate Background Knowledge

Reflection and Recording

1. Have students state, write down, or record what they know about the topic.

What do I already know about this topic?

Carr & Thompson, 1996; Peeck, van dem Bosh & Keupling, 1982; Smith, Readence & Alvermann, 1983; Spires & Dontley, 1998; Walraven & Reilisma, 1993

2. After reflecting and recording, engage students in a group discussion of the topic.

Dole, et. al, 1991; Schmidt & Patel, 1987; King, 1994; Hansen & Pearson, 1983.

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Activate Background Knowledge

- Teacher-directed instruction focused on information necessary for understanding text, more effective than activating student knowledge and discussing it.

Dole, Valencia, Greer, & Wardrop, 1991

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Activate Background Knowledge

Cloze Procedure

1. Select a self-contained reading passage.
2. Leave first and last sentence and all punctuation intact.
3. Carefully select the words for omission by using a word count formula, such as every fifth word, or other criteria. Delete words that carry meaning, such as nouns, main verbs, adjectives, and adverbs.
4. Have students read the entire passage before they fill in blanks.
5. Encourage the students to fill each blank.
6. Give students an appropriate amount of time to complete the task.
7. Prompt students to reread the completed passage.

Kroeger, Burton, and Preston, 2009; Taylor, 1953

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Activate Background Knowledge

Students' background knowledge is highly related to reading comprehension and overall learning. Given that students often have little _____ of the topic, the teacher can _____ the passage reading either by teaching _____ background knowledge or by activating background _____. When introducing background knowledge directly, the _____ can be anchored to a power-point presentation, _____ informational article, visuals, a video, or _____ organizer. The teacher can promote retention of _____ information by using three practices: intend, _____, and rehearse. Similarly, the teacher can provide _____ instruction on vocabulary terms. Studies have consistently validated the benefits of explicit instruction on critical background knowledge and vocabulary.

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Activate Background Knowledge

Students' background knowledge is highly related to reading comprehension and overall learning. Given that students often have little knowledge of the topic, the teacher can frontload the passage reading either by teaching critical background knowledge or by activating background knowledge.

When introducing background knowledge directly, the instruction can be anchored to a power-point presentation, an informational article, visuals, a video, or a graphic organizer. The teacher can promote retention of the information by using three practices: intend, organize, and rehearse. Similarly, the teacher can provide explicit instruction on vocabulary terms. Studies have consistently validated the benefits of explicit instruction on critical background knowledge and vocabulary.

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Activate Background Knowledge

Anticipation Guide

1. The teacher reads the chapter and determines the most important ideas that students should gain.
2. These ideas are stated either as true or false statements.
3. Before reading the chapter, the students read each statement and indicate if they believe the statement is true or false based on their current background knowledge.
4. After reading the chapter and participating in other learning activities, the students read each statement and indicate if they believe the statement to be true or false based on their expanded knowledge.
5. (Optional) Students rewrite false statements, creating true statements. In the end, the students will have a summary of key ideas.

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Activate Background Knowledge

Semantic Mapping

1. Have students generate a list of words that they associate with the concept.
2. Next, have students generate categories for the words.
3. Then, students record words from their list with a matching category.
4. Semantic mapping can be done individually, in pairs, or in cooperative teams.

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Preview - Narrative Passage

If little or no knowledge of book's subject, comprehension and enjoyment are impaired.

(Anderson & Hite, 2010)

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Preview - Narrative Passage

Two narrative approaches

1. Teacher-lead preview based on story grammar elements
2. Student preview strategy to build a schema for enjoying new novel

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Preview - Narrative Passage

Teacher-lead preview focusing on story grammar elements (based on Graves et. al, 1983)

Examine Plot Synopsis (back cover/front flap)

- title
- settings (Provide historical background.)
- characters (Provide descriptive list of characters.)
- conflict
- plot
- events
- theme

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Preview - Narrative Passage


Student **preview strategy** to build a schema for enjoying new novel (adapted from Anderson & Hille, 2010)

Student Sleuth extracts information from:

- **Back Cover or Book Jacket Flap**
 - Synopsis of story
 - Setting - When and Where
 - Main character - Name, age, characteristics
 - Conflict
- **Reviews**
 - Theme
 - Conflict
 - Genre

(Continued on next slide.)


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Preview - Narrative Passage

- **Cover**
 - Title - Meaning?
 - Illustration
 - Character's actions
 - Clues about setting
- **Publication date**
- **Author's foreword**
 - Why was the book written
 - Information on the historical setting

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Preview - Informational Passage

As the student previews, he/she discovers:

- the topics to be covered,
- the information that will be emphasized,
- how the material is organized.
- In addition, background knowledge is activated.

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Preview - Informational Passage

- Guide students in previewing the chapter and formulating a topical outline using the **text structure**: title, introduction, headings, subheadings, questions.
- Has students preview the selection independently, with his/her partner, or team members.

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Preview - Informational Passage

Warm-Up

Before you read a chapter or a section of a chapter in your science, social studies, or health book, Warm-up. Get an idea of the chapter's content by previewing these parts.

BEGINNING

- Title
- Introduction

MIDDLE

- Headings
- Subheadings

END

- Summary
- Questions

Curriculum Associates, *Skills for School Success*

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Preview - During Reading Strategies

- Utilize passage reading procedures that provide adequate reading practice.
- Ask appropriate questions during passage reading.
- Have students generate questions.
- Teach text structure strategies that can be applied to passage reading.

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During Reading - Passage Reading Procedures

The teacher:

- Guides students in passage reading using
 - augmented silent reading,
 - choral reading,
 - cloze reading,
 - and/or partner reading.

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During Reading - Passage Reading Procedures

■ Silent Reading

- Pose pre reading question.
- Tell students to read a certain amount.
- Ask them to reread material if they finish early.
- Monitor students' reading. Have individuals whisper-read to you.
- Pose post reading question.

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During Reading - Passage Reading Procedures

■ Choral Reading

- Read selection with your students.
- Read at a moderate rate
- Tell your students, “Keep your voice with mine.”

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During Reading - Passage Reading Procedures

■ Cloze Reading

- Read selection.
- Pause on “meaningful” words.
- Have students read the deleted words.

(Excellent practice for reading initial part of a chapter or when you need to read something quickly.)

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During Reading - Passage Reading Procedures

■ Partner Reading

- Assign each student a partner.
- **Reader** whisper-reads to partner. Students alternate by sentence, paragraph, page, or time period.
- **Coach** corrects errors.
Ask - *Can you figure out this word?*
Tell - *This word is _____. What word?*
Reread the sentence.

Alternatives to support lowest reader

- Lowest readers placed on a triad.
- Reader says ME (I will read.) or WE (Let's read together).
- First reader (better reader) reads material. Second reader reads the SAME material.
- Students read the material together.

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During Reading - Passage Reading Procedures

■ Read - Pause - Question

- Partner #1 reads. Partner #2 asks questions. Students alternate as reader and listener.

■ Read - Pause - Record

- Partner reads. Both students record notes or entries on graphic organizer.

■ Read - Pause - Retell

- Partner reads and retells content.

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During Reading - Teacher Generated Questions

Why might you have students read a segment of text and then ask questions about the content?

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During Reading - Teacher Generated Questions

The Teacher:

- Divides the material into appropriate segments.
 - Develops questions on the content, focusing on the **most important** understanding that students should construct.
- OR
- Asks questions provided by the curriculum material.

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During Reading - Teacher Generated Questions

Memory Questions (who, what, when, where)

Convergent Thinking Questions (why, how, in what ways)

Divergent Thinking Questions (imagine, suppose, predict, if/then)

Evaluative Thinking Questions (defend, judge, justify, what do you think) (Ciardiello, 1998)

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During Reading - Teacher Generated Questions

Procedure for asking students questions on text material.

1. Have students read a segment of the text.
2. Ask the question and give thinking time.
3. Have students share their answers with their partners.
4. Call on a student to answer the question.
5. Discuss the answer with the class.

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During Reading - Teacher Generated Questions

Discussion Skills

Students are taught to:

1. Take a position.
2. Express their opinions.
3. Express personal reactions.
4. Connect comments to those of others.
5. Consider counterarguments

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During Reading - Teacher Generated Questions

If the question is a difficult, higher order question, scaffold (support) the students' performance by:

- Asking lower order (literal) questions **first** to establish a foundation on which higher order responses can be based.

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During Reading - Teacher Generated Questions

Question to be asked:

6. Who do you think benefited the most from the system of feudalism, the lord (the higher noble) or the vassal (the lower noble)? Why?

Scaffolding Questions:

How did the lords (the higher nobles) benefit from feudalism?

How did the vassals (the lower nobles) benefit from feudalism?

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During Reading - Teacher Generated Questions

Question to be asked:

8. Why did the author suggest that the standard of living between the very rich and the very poor was not as great as the difference is today?

Scaffolding Questions:

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During Reading - Teacher Generated Questions

The teacher could also scaffold student success by:

- Asking more frequent questions when working with students having comprehension challenges.
- Posing a pre-reading question and post-reading question on a paragraph or section.
- Asking students to read the material more than one time, posing higher level questions for subsequent readings.

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Student-Generated Questions

Student-Generated Questions based on Headings and Subheadings

Class Option:

1. Class reads the heading/subheading.
2. Students verbally generate questions with their partner.
3. Students suggest questions based on the heading or subheading.
4. Teacher records questions on board/overhead/smartboard.
5. Class reads section of text (silent reading, partner reading, choral reading, cloze reading).
6. Teacher and students discuss answers to the student generated questions.

Partner Option:

1. Partners read the heading/subheading.
2. The partners write down one to three questions.
3. Partner #1 reads section and Partner #2 follows along.
4. Partners answer their questions in writing or verbally.
5. Partners reverse reading roles.

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Student-Generated Questions

The Teacher:

- Has students generate questions on the material after reading a segment of text.
- Questions are then used:
 - As focus of team or class discussion.
 - As a vehicle for self study or partner study.
 - Within a game format with teams.
 - As possible test items.

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Comprehension Strategies

Monitor how well you understand what you are reading.

– *Does this make sense?*

If it doesn't make sense, use a **fix-up strategy**

- *Reread.*
- *Look back.*
- *Read ahead.*
- *Restate in your own words.*
- *Connect to what you already know.*

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During Reading - Expository Strategies

The Teacher:

- Teaches students strategies that can be used during reading of **expository materials**.
 - Verbal rehearsal
 - Note-taking
 - Mapping.
- **Expository strategies** are based on the pattern found in factual paragraphs: topic and critical details.

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During Reading - Expository Strategies

Paragraph Shrinking

1. **Name the who or what.**
(The main person, animal, or thing.)
2. **Tell the most important thing about the who or what.**
3. **Say the main idea in 10 words or less.**

(Optional: Record your main idea sentence.)

(From the PALS program by Fuchs, Mathes, and Fuchs)

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Strategy Instruction

- **Model** I do it.
- **Prompt** We do it.
- **Check** You do it.

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During Reading - Narrative Strategies

The Teacher:

- Teaches students strategies that can be used during reading of **narrative passages**.
- The elements in narrative passages:
 - Title
 - Setting

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During Reading - Narrative Strategies

Uses of narrative elements (story grammar).

1. Students can be given a story grammar reference sheet to use in discussions.
2. Teachers can ask story grammar questions during passage reading.
3. Students can generate story grammar questions.
4. Students can complete a story grammar graphic organizer on short story. This can be done with the entire class, with a cooperative team, with a partner, or independently.

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Preview - After Reading Strategies

- Have students complete or generate graphic organizers that summarize critical information.
- Lead students in a discussion of the text material.
- Have students complete assignments that promote review, rehearsal, and/or reflection.
 - Teach students strategies for completing the assignments.
- Have students write a summary of the passage content.

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After Reading - Graphic Organizers

The teacher:

- Provides students with a **graphic organizer** that reflects the structure of the text material
 - Central Idea
 - Hierarchy
 - Compare/Contrast
 - Sequence of Events
 - Cause/Effect
 - Problem/Solution

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After Reading - Graphic Organizers

- After completing the graphic organizer, students:
 - Teach the content on the graphic organizer to their partners.
 - Use the graphic organizer as a support during class discussions.
 - Write a summary of the content based on the graphic organizer.

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After Reading - Complete Assignments

Competent students:

Strategically complete assignments that accompany passage reading such as:

- answering questions
- studying for exams
- taking exams

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After Reading - Complete Assignments

The Teacher:

- Introduces strategies for completing assignments including:
 - answering questions
 - studying for exams
 - taking exams
- Guides students in strategy use.

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After Reading - Summarize Passage

The Teacher:

- Has students **retell** the passage content using their notes or graphic organizer.
- Teaches students how to write a **summary** using a a writing frame or a writing strategy.
- Has students formulate and share **passage summaries**.

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Conclusions

While all teachers are not teachers of reading, **all teachers must scaffold students' reading comprehension.**

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Thank you.

- How well we teach =
- How well they learn